DOCUMENT RESUME

ED 175 166 EC 115 056

TITLE	Arlington Public Schools Experience-Based Career Education Program for Handicapped Senior High School Students. Final Evaluation Report, October 1, 1977 - September 30, 1978. Semi Annual Report, August 1, 1978 - January 30, 1979.
INSTITUTION	Arlington County Public Schools, Va.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
REPORT NO	554AH70446
PUB DATE	79
CONTRACT	G0077C0098
NOTE	43p.; Print quality is marginal and may not reproduce well in hard copy
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Education; Career Exploration; *Handicapped Children; *Program Evaluation; Secondary Education; Senior High Schools; Vocational Adjustment; *Work Experience Programs

ABSTRACT

The report details the Experience-Based Career Education program (EBCE) for handicapped senior high students. Among start up activities considered are collaboration with the Division of Vocational Rehabilitation, inservice training, recruitment and selection of students, and curriculum and site development. Second-stage activities (implementation of the program) are explained to include providing students with career exploration experiences, matching students to employment experience sites, and monitoring student progress at the sites. More than half of the report is composed of a third party evaluation of the project which reviews project processes and outcomes and indicates that all major process objectives of the project were achieved. Appended are sample parent and resource person opinion surveys. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary V. Sigmond

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Project No. 554AH70446 Contract No. G0077C0098

Arlington Public Schools Experience-Based Career Education Program for Handicapped Senior High School Students

Project Category - Incremental

BEST COPY AVAILABLE

Project Director - Mary V. Sigmond

Arlington Public Schools, (APS), 1426 N. Quincy Street, Arlington, Va. 22207
(703) 558-2848

ED175168

This project had two major objectives, the first related to start-up and preparatory activities and the second related to operation of an experience-based career education program for handicapped secondary students. Additional requirements of the contract included third-party evaluation of project procedures and outcomes, and dissemination of results.

Activities performed to meet the first objective included: (1) review, selection, adaptation, and modification of EBCE materials and techniques for use with handicapped students, (2) introduction of selected materials and proposed adaptations to personnel in daily contact with handicapped students, (3) development (in IEP planning conferences) of long-range goals and short-term objectives for each participating student, (4) establishment of an EBCE/APS Advisory Board, (5) collaboration with the Arlington office of the Division of Rehabilitative Services and other local stakeholder agencies, (6) hiring of a learning coordinator, community liaison coordinator, (7) in-service training for project staff and county personnel, (8) recruitment and selection of students, (9) curriculum development, involving merging of the Adult Performance Level (APL) based curriculum, the EBCE experience-based model, and the IEP process for handicapped students, (10) community site development to assure the acceptance

EC115056

of the program and the availability of learning sites for handicapped students, and (11) securing of appropriate space, equipment, materials and facilities for staff and students.

The Learning Coordinator was hired with the cooperation of George Washington University; the Community Liaison Coordinator was recruited by the School System itself.

EBCE materials from four developer-laboratories were presented and examined. The program of the Appalachia Education Laboratory (AEL) was selected as having the basic structural concept and organization most amenable to adaptation for handicapped students. AEL was then hired to provide training and technical assistance in adapting and implementing EBCE for the Project.

A seven-member advisory board, broadly representative of the community and the population served, was established. This board met three times as a total board during the year, and individual members were active in assistance, support, policy discussions, and problem-solving roles. (The Arlington office of the Division of Rehabilitative Services, the Washington Metropolitan Transit Authority, and the Arlington County Association of Children with Learning Disabilities also made major contributions to the implementation of the project).

Facilities and furnishings were secured at the APS Career Center (office, classrooms, private telephone line). Students were recruited and enrolled through a nine-step process: (1) general notices were sent to all high schools, (2) each school was visited by a project staff member for briefings on the project, (3) criteria for student selection were developed, (4) staff members visited classes to speak directly to eligible students, (5) relevant records of each interested student were reviewed, (6) home visits were made to each potential participant, (7) parental consent was obtained, (8) IEP's were developed, and (9) copies of IEP's were sent to schools and homes. Home-school classes of

enrolled students were contacted to provide continuity, materials were obtained to conform to each IEP, and related services consistent with each IEP were arranged for.

The Project staff and the AEL advisors collaborated in analyzing and adapting the APL materials for the basic academic component of the program and the EBCE materials for the career development component - matching each to the requirements of the student IEP's. Simultaneously, the staff, with the assistance of the AEL advisors, initiated the community site development process. This involved development of descriptive materials, setting up of interview schedules, visiting potential sites, recording of relevant information for placing and scheduling students, and development of a tracking system for monitoring student placements. Eventual experience-sites included Federal Government agencies, small businesses, retail chain outlets, and non-federal public agencies.

The second objective (operations) was met through service to 12 handicapped students throughout the spring 1978 semester. They were served by 26 community or employer sites, with each student having a minimum of 3 career exploration placements.

Matching of students was systematically designed to increase student choice - ranging from heavy staff involvement in the first placement for each student to complete student choice for the third (and subsequent) placements. Student progress on sites was carefully monitored by staff visits and telephone contact with resource persons at the sites. In every case, students were accompanied by a staff member on their first visit to a site.

Academic requirements for Carnegie Unit Credits in History, Government, Mathematics, English, and Science were readily related to the five APL areas of Community Resources, Government and Law, Physical and Mental Health, Consumer

Economics, and Occupational Knowledge. The elective credits, tailored to the Occupational Knowledge Objective area from APL, was readily related to the EBCE career exploration materials as adapted for this population. Thirty-eight academic courses were taken by these students during the semester, with only one grade below a "C".

Process and outcome evaluation of the project was provided through a third-party evaluation contract with Phil Welsh Associates of Chevy Chase, Maryland. Evaluation techniques included (1) observations of students, staff, and resource persons, (2) interviews with students, staff and parents, (3) review of all types of project documentation from IEP's to curriculum materials, (4) discussions with the advisory council, and (5) administration of formal opinion/attitude questionnaires to parents and community resource persons. The final evaluation report, which accompanies this report, finds the project successful for each major objective - both in student outcomes and in staff performance.

Information about the project was disseminated in a variety of ways consistent with the project's objectives. The Project Director appeared at a project directors conference hosted by USOE, two state-wide conferences related to education of the handicapped, a regional teacher corps conference in Nashville, Tennessee, and several Northern Virginia professional meetings. The project staff and students had frequent interaction with the home schools, with very positive outcomes as to county-wide acceptance of the program. The project hosted a significant number of educators from the Middle Atlantic Region, and prepared information sheets for response to mail requests, of which there were many. In all, some three hundred persons were provided direct information about the project through staff efforts.

Career Education Program Project Performance Report

Project No. 554AH70446 Contract No. G0077C0098 FINAL REPORT

Period covered by this report - October 1, 1977 to September 30, 1978

Category of Project - Incremental Project Director - Mary V. Sigmond

Name and Address of Grantee/Institution

Arlington Public Schools, 1416 N. Quincy St., Arlington, Va. 22207 703-558-2848

MAJOR ACTIVITIES: The major accomplishments of each objective of the project are listed in this section.

Components of Objective I:

- Review and select EBCE materials and techniques for use with target population.
- Adapt and modify EBCE materials and techniques in areas of life skills, basic skills and career development.
- Introduce EBCE materials and proposed adaptations to school personnel in daily contact with target population.
- Develop in IEP planning conferences (individualized education programs) long-range goals and related short-term objectives, based on EBCE materials, for each handicapped student participating in the project.
- Project personnel and support teaching and administrative staff from three senior high schools participate in EBCE training program as appropriate.

PRELIMINARY ACTIVITIES - OBJECTIVE I

Employment of Staff

The vacant position of Learning Coordinator was advertised in channels usually used by Arlington Public Schools; there were no responses from personnel within the system. There was only one viable referral and this was from the Vocational/Special Education Graduate School, George Washington University, Washington, D. C., as a result of a telephone call to the GWU Department Chairman from the Project Director. Since we were unable to recruit an applicant with qualification in both areas of special education and career education, the Project Officer of the Office of Career

Education recommended that an applicant with Vocational Education/Career Education be selected.

Review and Selection of an EBCE Model from among the EBCE models of the four national regional educational laboratories

Materials from Research for Better Schools, Northwest Regional Educational Laboratory, Far West Regional Educational Laboratory and Appalachia Educational Laboratory were examined. Project Director attended a workshop in Washington, D. C. at which representatives from the four laboratories made presentation on their EBCE models. She had personal conversations with representatives and examined their materials.

The Project Director selected the Appalachia Educational Laboratory (AEL) model of EBCE. It appeared to have a basic structural concept and organization that was adaptable for a handicapped population.

Negotiated a Technical Advisor Contract with AEL

Terms of the contract included a five-day workshop for Arlington staff on the AEl/EBCE model, and six days of technical assistance throughout the project year.

Project Director arranged the agenda in contextual segments that permitted various disciplines to attend training sessions appropriate to their duties and responsibilities. Staff members attending the sessions included: Guidance Counselors, Special Education teachers; principals and administrators; staff members from CETA; Virginia Commission for the Visually Impaired; Virginia State Employment Service and Association for Deaf Students.

Negotiated a Contract with a Third Party Evaluator

Phil Welsh Associates, Chevy Chase, Maryland, negotiated a contract that included site visits, establishment of measurement devices and stipulation of data to be recorded and interpreted.

Attended Project Director Conference in Washington, D. C. sponsored by USOE, Office of Career Education.

START-UP ACTIVITIES - OBJECTIVE I

Establish an EBCE/APS Advisory Board

Seven members from the community agreed to serve on the Advisory Board:

Parents of handicapped youth
Retired APS elementary school principal
Personnel supervisor of C&P Telephone Co.
Employee of U. S. Department of Agriculture
Life Insurance executive
Big Brother and employee of U. S. Marshall Office

Three meetings were held with this group throughout the project year. The first meeting was an introduction and overview of the project. The second meeting was a progress report and discussion of problems and concerns encountered by the staff in carrying out the objectives of the project. The third meeting included the students in the project, resource persons, and parents.

Collaborated with the Arlington office of the Division of Vocational Rehabilitation

The Arlington DVR office certified the EBCE students as handicapped for the purpose of establishing their eligibility as federal experiences under the Host Enrollee Program. The four assessment components required by P.L. 94-142 were acceptable to DVR. The parents of the students signed release of information before the information was released to DVR. The students were placed in a "Pending Evaluation" for the duration of their time in EBCE.

Another agency involved in contributing to the success of the project was METRO, Washington Metropolitan Area Transit Authority. Their Community Relations Specialist assisted the project staff in planning bus and subway routings from homes to experience sites.

The Arlington County Association of Children with Learning Disabilities publicized the project among its membership and aided in dissemination.

In-Service Training for Project Staff and County-wide Personnel

In addition to the training conducted by AEL on the EBCE concept and accompanying strategies and delivery of service, and the six days of technical assistance given to the project throughout the year, the following orientation and/or in-service was held:

- General notice of project funding distributed to all senior high school administrators, special education teachers and central office staff.
- Accounting office was supplied with a copy of the budget and a system of special numbered accounts established to cover project expenditures.
- Facilities at the Career Center were secured consisting of two adjoining rooms, a private telephone line and furnishings for an office and classroom.
- Each senior high school was visited by member(s) of the project and the administrator in charge of special education and special education teachers were informed of the project.
- Arrangements were made to visit special classes and speak to students in groups and individually; lists of potential EBCE students obtained from the teachers.

Recruitment and Selection of Students

In the cases of students who were interested in joining the EBCE project, the following actions were taken:

- Criteria for admission to program discussed.
- Relevant student records were reviewed.
- Arranged time to visit each home to discuss program further with students and parents.
- Secured parental consent.
- Developed an IEP in planning conference in compliance with State regulations.
- Discussed goals and objectives with home-based teachers as appropriate.
- Sent copies of completed IEP's to schools and homes.

Reviewed instructional materials being used in classes at home schools to provide continuity of course content for each student. Ordered or borrowed instructional materials appropriate to each student's IEP. Arranged for special education related services to be provided to handicapped students as specified in IEP's.

Modification/Adaptation of AEL/EBCE Concept and Strategies for Handicapped Students

The technical advisors of AEL studies the IEP's of potential EBCE students in order to acquaint themselves with the population.

Jointly the project director, AEL advisors and the third party evaluator decided on AEL forms to be modified. They also examined materials from other sources to determine suitability and usefulness with relationship to the EBCE model and concept. Operational policies and procedures for implementing EBCE in Arlington Public Schools were developed and frequently evaluated.

Curriculum Development

All available materials on Adult Performance Levels (APL) were reviewed. Also reviewed were curriculum guides in Vocational/Special Education from the states of Illinois, Maryland, Michigan and Virginia.

A first draft of adapted APL goals for the EBCE model in Arlington was prepared by the joint collaboration of the technical advisors of AEL and the project director.

Site Development

The project staff made initial broad contacts to publicize the project throughout the community:

- Chamber of Commerce
- Lions Club
- Kiwanis
- Rotary
- Visited the Congressman of the 10th Congressional District to secure federal agency support

An interview schedule was set up with contact persons in the private and public sector for the purpose of examining experience sites and performing site analyses. The project staff visited many potential sites to explain the project and solicit

cooperation in establishing experience sites.

A special form was developed to record site information. A general information package was prepared for distribution to resource persons at experience sites. It consisted of the following:

- project prfile
- personal information about project personnel including home phone numbers
- description of how the project operates with specific reference to experience sites

The project staff continued to expand the base of experience sites and to maintain those already established.

In addition to sites provided by federal government establishments in the area, the experience sites included small business, retail chain outlets and public agencies.

A large chart was maintained in the project office showing the exact location and use of every site with the name of the student presently using it.

Components of Objective II

- Contact at least 30 local employers to identify and develop work experience sites.
- Provide participating students with 3 career exploration experiences including one in-depth career exploration of their own choosing.
- Develop curriculum goals, objectives and activities that stress increased proficiency in:

  fundamental basic skills
  career development
  identifying career interests, acquire work employability skills and gain occupational knowledge

  experiential outcomes
  gathering information, communicating with adults, understanding others viewpoints, making decisions

- Monitor students' adjustments and performances at work sites and coordinate on-the-site activities with classroom assignments and IEP's.

Coordinating the APL based curriculum with IEP's and the EBCE model

The goal statements in the Functional Life Skills Curriculum which is based on APL were used in IEP's. The five areas identified by the Adult Performance Level, (APL) are:

- Community Resources
- Government and Law
- Health, Physical and Mental
- Consumer Economics
- Occupational Knowledge

For students enrolled in U.S. History, U. S. Government, Mathematics, English and Science, for Carnegie units for graduation requirements, the course content and expected competencies were readily related to the five major APL areas. The elective credits were tailored around Occupational Knowledge.

Matching Students to Sites

The first match or placement of students in sites was decided on the basis of students' interests and abilities compared with the requirements of the experience sites. The second match resulted from career counseling, broadened student interest, discussions with students on their experiences at the first site, observations of students at sites; requirements of the sites; students working styles. Students were encouraged to try different site experiences for career exploration purposes. The third site was based on student choice only.

Monitoring Student Progress/Adjustment at Experience Sites

Each student, accompanied by a project staff member, had an interview with the resource person at the chosen experience site prior to the beginning of the assignment. In one case, as a result of the introductory interview, the assignment was not implemented.

Project staff visited a student at a site during the first week of placement

to check on adjustment and performance. Every site was visited at least once every two weeks. Frequent contacts were made by phone with the resource persons. During the site visit the resource person had an opportunity to discuss problems and concerns connected with the project.

The students and the project staff discussed the site experiences during the weekly conferences. Notes were kept on these conferences. Student class assignments were also agreed upon at this time. These assignments were related as much as was possible with the work being done at the sites.

Each resource person completed an evaluation of a student following completion of an assignment.

When a student was not making a satisfactory adjustment at the site or the site was not appropriate, the student was promptly removed and placed at another site.

Dissemination of Information about the Project

A special information sheet prepared by the project staff was mailed to all who made inquiries by mail or visited the site. Many groups were hosted from Maryland, Washington, D. C. and Virginia. The visitors interacted with the students; reviewed project activities with the staff and often made site visits with project staff.

The project director appeared in two statewide conferences to describe the project:

- Virginia Association for Children with Learning Disabilities
- Virginia Federation of Council of Exceptional Children

She also presented information about the project at the Arlington County meeting of American Association of University Women and the Teacher Corps Workshop in Nashville, Tennessee.

The project staff made frequent reports back to the special education teachers and guidance counselors at the home-base schools. The students in the EBCE project also participated in programs where they articulated their feelings and experiences in the project.

FINAL EVALUATION REPORT

for the

ARLINGTON PUBLIC SCHOOLS

EXPERIENCE-BASED CAREER EDUCATION PROGRAM

FOR HANDICAPPED SENIOR HIGH SCHOOL STUDENTS

Submitted to

Arlington Public Schools
Arlington, Virginia

Submitted by

Phil Welsh Associates

December 15, 1978

TABLE OF CONTENTS

	Page
Section I - Introduction	1
Section II - Project Objectives and Evaluation Procedures	2
Section III - Project Activities and Outcomes	
A. Student Identification and Selection	4
B. Selection/Adaptation of Techniques and Materials	6
C. Staff Training	8
D. Development of IEP's	9
E. Site Development	10
F. Site Placements	11
G. Student Outcomes	12
H. Parental Attitudes	14
I. Resource Person Attitudes	15
J. Summary	15
Appendix	
A. Parent Opinion Survey	
B. Resource Person Opinion Survey	
C. Newsletter Article	

I. Introduction

In October, 1977 the Arlington Career Center (ACC) of the Arlington Public Schools (APS) was awarded a grant by the USOE to apply and implement an experience-based career education program for handicapped senior high school students. The strategy proffered by ACC involved a review of the experience-based career education (EBCE) models developed by four regional education laboratories beginning in 1971. The outcome of the review was the selection of one of the models as a primary operational guideline source and the selection of aspects of other models (e.g. specific objectives, resource person utilization procedures, etc.) for use as deemed necessary and appropriate. In addition, curriculum materials from other sources were to be sought and incorporated into the project.

The rationale providing the impetus for this program has its base in both current educational needs assessment findings and legislative mandates. The development of human resources requires an amalgamation of the best efforts deriving from the various elements of the educational community. The ACC project represents an attempt to bring together the successful outcomes of research and development in career education with the skills and knowledge of experienced practitioners in special education.

This educationally sound venture is consistent with national educational policy as put forth in P.L. 94-142 and P.L. 93-112 which regulate the education of handicapped students. By exposing handicapped students to programmatic activities, originally designed for non-handicapped students, which place them in direct contact with the total community, the concept (and requirement) of "least restrictive alternatives" becomes operational.

ACC entered into a contractual agreement with Phil Welsh Associates (PWA) to serve as third party evaluator for the project. The evaluation contract was awarded in late November, 1977. This report covers the period from evaluation contract award through August 31, 1978.

The report contains two sections. The first section reviews the project objectives and describes the evaluation methodology used (and to be used) to assess accomplishment of objectives. The second section reports on the major activities and the outcomes associated with these activities.

II. Project Objectives and Evaluation Procedures

A. Project Objectives

The major goal of this project was to develop an EBCE program for handicapped senior high school students that is based on modifications and adaptations of the EBCE programs developed by four regional educational laboratories (using one laboratory program as the primary model). The project, during its first semester of activity, was to serve approximately 15 students. Two major project objectives are subsumed under this goal. The first major objective is developmental in nature and deals with activities that are associated with establishing curriculum (e.g., materials, techniques, staff and resource person training, etc.). The second objective is concerned with service delivery activities that derive from the EBCE concept and from curriculum development. Listed below are specific process and outcome objectives associated with the two major project objectives. Associated with each of the listed objectives are a variety of activities which have been provided in the proposal (as amended) and to which the reader

is referred.

1. Review EBCE materials developed by the four regional educational laboratories.

2. Select materials and techniques from one laboratory or combinations of materials and techniques from more than one laboratory that are applicable for use with handicapped secondary students.

3. Adapt and modify EBCE materials and techniques for use with handicapped secondary students.

4. After in-service in connection with EBCE method, Special Education Resource Center (SRC) teachers and Guidance Counselors who worked with participating handicapped students will express support for the EBCE concept as applied to handicapped students as measured by evaluator-administered questionnaires and/or interviews.

5. Provide students with individualized learning plans that include career education concepts infused into their academic instructional objectives.

6. Students participating in the program will have three career exploration experiences including one in-depth career exploration of their own choosing.

7. At least eighty percent of the handicapped students in the program in June, 1978 in response to an evaluator-prepared questionnaire and/or interview will express satisfaction with their EBCE Individualized Educational Program.

8. Parents of students participating in the Arlington EBCE prpject will express positive sentiments about the concept of EBCE for handicapped students as measured by an evaluator-prepared questionnaire.

9. Resource persons participating in the EBCE project will have positive attitudes and opinions about the concept of EBCE for handicapped students as measured by an evaluator-prepared questionnaire.

B. Evaluation Procedures

The APS EBCE project for handicapped high school students is being evaluated both in terms of project processes and results. The design addresses effort, performance, and outcomes and provides both formative and summative evaluation. Events such as modification of existing materials and procedures, student identification and selection, experience site development, and

student on-site activities and outcomes will be examined and assessed. In order to accomplish the evaluation PWA staff conducted two site visits a month through May, 1978, plus monthly visits in June, July, and August. The evaluation activities associated with these visits included:

1. Observations of students (both at the Career Center and on-site), staff, and experience site resource persons (RP).
2. Interviews with students, staff, and parents.
3. Review of project documents such as student IEP's, student activity documentation, student performance evaluations, curriculum materials, and RP evaluations.
4. Discussions with the project Advisory Council.

In addition, formal opinion/attitude questionnaires were developed (or adapted from existing instruments) and administered to both parents and RP's. These instruments, among other things, assess the impact of the project on the non-school community.

III. Project Activities and Outcomes

This section will provide effort, performance and outcome information on project activities. The information will be presented in terms of the project objectives described in the previous section.

A. Student Identification and Selection

1. Activities

The accomplishment of this event required the cooperation of the three high schools involved. In addition to administrative cooperation, the inputs and cooperation of the Student Resource Teachers (SRT) was crucial. The procedure used involved a multi-phase approach as follows:

a. Explanation - The program goals, objectives, and procedures were provided to the SRT's and the administration.

b. Observation - Project staff observed the various classes containing the target population to identify potential participants.

c. Nomination - Based on their observations the project staff nominated students from each high school and discussed these with the SRT's involved. These discussions resulted in narrowing the group from which the population would be selected.

d. Student/ Parent Approach - The program was explained to students and volunteers obtained. The parents of these volunteers were contacted, had the program explained, and were requested to provide parental approval if they wished to have their child participate.

2. Outcomes

Thirty-eight (38) students were identified initially by means of the joint nomination process (i.e. project staff and SRT's). Further analysis and discussion narrowed the group to sixteen (16), fifteen (15) of which were from two of the three high schools involved. Following parental discussions, twelve (12) students entered the program on January 30, 1978. The participating population represents only two of the three high schools involved in the identification process. The two schools represented provided outstanding cooperation to the project staff. There seems to have been some resistance to the program from the remaining high school. It should be noted that the high school not represented during the 1978-79 school year is represented in the 1978-79 project.

Seven (7) of the participants have been classified as having learning disabilities and the remaining five (5) students have been classified as EMR's. The students range in age from 16 to 19.

One (1) student withdrew from the program during the first month. In summary, the recruitment/identification/selection process seems to have worked quite well in two of the high schools. It may be assumed that the original target number of 15 would have been attained easily if the third high school were represented.

B. Selection/Adaptation of Techniques and Materials

The EBCE model selection process had taken place prior to the award of the evaluation contract. After a review of all four available models, the Appalachia Educational Laboratory's (AEL) EBCE model was selected to provide the operational and procedural guidelines for the APS EBCE project. There was evidence that the APS Project Director had reviewed the other models and, in fact, planned to incorporate aspects of some of them into the APS EBCE project as appropriate (e.g. NWL objectives, RBS basic skills materials).

The AEL EBCE system for site development and analysis, student placement, student activity development, and the on-site tracking of student performance have been adapted for the APS EBCE project. AEL has been retained by APS to provide on-going technical assistance in these efforts.

The APS EBCE project elected to use the Adult Performance Level (APL) materials, developed by the U.S. Department of Labor and the University of Texas, along with AEL materials as the basis for the curriculum dealing with life skills, basic skills, and career development. The modification and adaptation of these materials was begun in late December, 1977 and continued throughout this first year of operation. The modifications were a joint effort of APS and AEL(under the technical assistance contract). These materials will be used with students as

they become available. In the interim, materials suggested by the SRT's at the high schools were used.

The joint curriculum efforts by APS and AEL in modifying the APL materials are still in process as of the date of this report. Although not as yet in its first final form, many of the goals and objectives specified in the curriculum have been used by the APS/EBCE project during the first semester of the 1978-79 school year. The first draft of the completed curriculum is scheduled for availability before the end of the first semester.

The APL materials identify five major areas in their Functional Life Skills Curriculum: (1) Community Resources; (2) Government and Law; (3) Physical and Mental Health; (4) Consumer Economics; and (5) Occupational knowledge. These major areas were broken down into primary focal elements (e.g., Consumer Economics includes elements such as budgeting, buying, selling and leasing, maintaining goods and property. Occupational Knowledge includes elements such as determining employment opportunities and applying for a job). Each primary focal element was further analyzed so as to yield major goal statements which in turn have been analyzed so as to yield behavioral objectives that can be considered as appropriate for the target population. These objectives translate into student activities that can be undertaken either at the learning center (classroom) or at an experience site. The final step in the process will identify the measurement instrumentation and/or procedures and the evaluation criteria associated with the various objectives.

Although assessment of the curriculum must await its completion, it appears that the procedures employed have been appropriate. A determi-

nation of the feasibility and utility of the final product cannot be made at this time.

C. Staff Training

During November, 1977 a full week training program was conducted by AEL for the APS EBCE project staff and other school personnel. A PWA staff member was in attendance at some of the sessions. The training covered all aspects of the AEL EBCE model (e.g. site development and analysis, student activity sheets, use of the cross-reference catalogs, etc.). These sessions took the form of participatory seminars. This approach was required due to the number of participants. That is, in addition to the APS EBCE project staff, other school system personnel working with the handicapped were present. In addition to the assistance in curriculum development (see B above), AEL provided technical assistance to the project staff in operational areas on an "as needed" basis during the semester.

Based on observations and interviews with the project staff, the training, for the most part, was effective. For example, the recruitment strategies and procedures discussed during training seemed to have provided the staff with the skills and knowledge needed. Also, the training regarding site development proved to be quite effective.

Certain operational factors that were addressed during the one week in-service training program seemed to require more corrective attention during the course of the semester than other factors. Student activity and performance documentation and counseling procedures were areas in which both AEL technical assistance personnel and the third party evaluator (providing formative feedback) noted problems and in which they provided guidance.

In the view of the third party evaluator, the problems encountered in these areas relate as much to staff selection as they do to staff training. To function optimally as a Learning Coordinator (LC) in a program such as the APS/EBCE, the individual should first have a familiarity with (and acceptance of) the concept and procedures relating to individualized learning programs. This attribute seemed to be lacking in the LC. Consequently, there were some early problems associated with the use of Student Activity Sheets and with the scheduling of weekly Student-LC conferences (i.e., counseling sessions). However, once these problems were detected, corrective actions were taken. It should be noted that the Project Director was cognizant of these deficiencies and took such actions as were necessary to assure that the Learning Coordinator for the 1978-79 project year was not only familiar with individualization, but also had a background in Special Education.

D. Development of IEP's

Each participating student had a preliminary IEP developed by the project staff. Previously developed IEP's (by the high schools) were made available but seemed to be meager in terms of objectives. However, student test data and performance data were available. Using this information as a base, the project staff developed new IEP's containing extensive sets of objectives (short-term). This was accomplished prior to the students entry into the program. These were modified when the staff got to interact with and learn more about the students, their performance levels, and their potential. At that time, goals were more clearly defined and a more individualized set of

short-term objectives specified for each student.

The revised IEP's developed on the twelve participating students contained, in addition to standard support information (i.e., test data), both long-term and short-term career objectives, behavioral objectives, and academic goals. In all cases, the career objectives were related to site experiences. Where appropriate and necessary, objectives relating to student behavior were also tied in with site experiences.

It should be noted that during the period covered by the project grant the Project Director developed a guideline document for the development of IEP's. This document provides all procedures and forms required for IEP development for students qualifying for services in accordance with P.L. 94-142. This will serve as the guideline document for APS, and all students entering the EBCE program during the 1978-79 school year will have IEP's developed accordingly.

In summary, the IEP development for EBCE students proceeded according to the plan as proposed. Copies of all original and revised IEP's were provided to PWA.

E. Site Development

The project's objective was to identify and develop at least 30 experience sites to serve the target population. Using materials, strategies, and procedures recommended by AEL, that goal was exceeded prior to January 30, 1978. As of the date of this report, approximately 40 experience sites have been developed. These sites represent a reasonable cross-section of the community. Included in the sites are organizations representing the following:

1. Federal government - four agencies each providing multiple sites.

2. County government - four agencies each providing multiple sites.

3. Public non-profit organizations - these include health care (hospitals) organizations.

4. Private non-profit organizations - this includes service agencies such as the Red Cross.

5. Private profit organizations - four organizations representing both large business (a major airline) and small retail businesses (hardware, auto parts, photography.

It is clear that there are sufficient sites to place this first group of 12 students. It appears (from discussions with project staff), that the community is willing to cooperate in this venture.

In conjunction with developing sites at federal agencies the staff encountered a problem that was of major proportions. It seems that federal agencies cannot have students in an unpaid work experience situation unless those students are certified by the State Department of Vocational Rehabilitation (DVR) as handicapped. The project staff became aware of this Civil Service Commission ruling on January 20, 1978 (ten days prior to start-up). It is to the credit of the staff that they were able to make the necessary arrangements with DVR and get all the associated paperwork completed on all 12 students prior to January 30, 1978.

F. Site Placements

Six (6) of the eleven (11) full semester participants had 3 separate and distinct site placements. The remaining five (5) students were placed in two sites and opted to return to one of these two for the third placement cycle. Thus, in all cases, EBCE students had at least two different career exploration experiences. It should be noted that in all cases in which only two placements occurred, the receiving agency concurred with the decision and in some cases requested the return.

From the above, it is clear that the process objective relating to site placements was achieved. The student outcomes related to these placements will be addressed in the next section.

C. Student Outcomes

Before proceeding with this discussion, it should be understood that the project took a cautious approach to the issue of specifying student outcome objectives. The reason for displaying such caution was based on the fact that the EBCE concept had not been previously applied to a population of handicapped students. The APS project was exploratory and pilot in nature and a primary issue was to determine its feasibility with this population. If such feasibility evidenced itself (as it did) reasonable expectations could be generated for replications of the project. In other words, the project was not testing a hypothesis (i.e., can outcomes of a certain magnitude be obtained); rather, it was generating hypotheses in relation to student outcomes.

The remainder of this section will be devoted to a description of student outcomes in terms of career education goals, academic achievement, and student attitudes.

1. Career Education

Four (4) of the eleven (11) participating EBCE students graduated from high school. All four are employed on a full-time basis, two in the public sector, and two in the private sector. One of the graduates working in the public sector is employed by the agency which served as an experience site for her.

One student has returned to the EBCE program for the 1978-79 school year, and three others who have returned to their home high schools wish to re-enter the program.

2. Academic Achievement

Course grades were assigned to students by their home high school teachers based on reviews of work accomplished

during the student's enrollment in EBCE. These reviews were conducted in conjunction with the EBCE staff who provided documentation of student activities in the various subject matter areas.

During the second semester of the 1977-78 school year, the eleven (11) EBCE students took 38 academic courses. The courses and the number of students involved are shown below:

Course	Number
English	11
Social Studies	10
Math	9
Biology	4
Reading	4

The distribution of grades, by course, is shown below:

	A	B	C	D
English	2	7	2	0
Social Studies	0	5	4	1
Math	0	5	4	0
Biology	0	1	3	0
Reading	0	0	4	0

These data indicate that the students' academic achievement was more than satisfactory. In addition, interviews with EBCE project staff revealed that student motivation to address academic subject matter material increased during the course of the semester for all students. Evaluator observations reinforce these staff perceptions.

In summary, the project was successful from the standpoint of improving academic achievement and motivation.

3. Student Attitudes

In addition to interviewing and observing students, writing samples were obtained from five students during an "in-house" day near the end of the semester. The purpose of these activities was to obtain information in terms of how the students perceived their EBCE experiences. Provided below are quotes from each of the five writing samples:

. "I learned more than I ever would have at _____high school."

. "I hope that it (the program) is here next year so I can get into it."

. "I think we all are very lucky to have the chance to be in this class."

."If it (the EBCE project) could go on again, I would take it again."

."This program has been real helpful to me."

The interviews and observations merely confirm what the students expressed in their writing. Therefore, it is appropriate to say that the students' attitudes toward the EBCE project were very positive.

H. Parental Attitudes

In order to assess parental opinions and attitudes concerning the EBCE project, the third-party evaluator developed a survey instrument. A copy of this instrument is provided in the Appendix. Four (4) parents completed the instrument. The responses made by these parents are provided on the copy in the Appendix.

It is very easy to summarize the results. The respondents were overwhelmingly positive in their opinions of and attitudes toward the EBCE project. For example, in response to the item which asked if they would want their child to participate again in the program, all four said "definitely yes."

Other inputs from parents were noted. One parent wrote "from personal observation and a background of school involvement in special education programs, we can say that Experience-Based Career Education is the finest total learning experience a handicapped youngster can have."

Provided in the Appendix is an article written by an EBCE parent which appeared in the September, 1978 newsletter of the Arlington

County Association for children with Learning Disabilities. This article, the quotation cited above, and the responses to the survey instrument clearly indicate that the parents perceived the EBCE project as a worthwhile experience for their children.

I. Resource Person Attitudes

In order to assess Resource Person (RP) opinions and attitudes concerning the EBCE project, PWA developed a survey instrument. A copy of this instrument and a summary of the RP responses is provided in the Appendix. Ten (10) RP's completed and returned the instrument.

The responses of the RP's clearly demonstrate that they believe the EBCE project was a worthwhile activity both for students and for the receiving agencies. All ten indicated that they would be willing to participate again. Nine (9) said they would recommend the program to other agencies. The person who did not so indicate said that it was not their prerogative. The RP's also expressed positive attitudes concerning the project staff.

It is interesting to note that, in response to benefits derived by employees at the experience site, nine (9) RP's indicated that the employees increased their awareness of handicapped youth. The respondents reported no perceived program weaknesses.

It seems safe to conclude that this objective (RP Attitude) was achieved.

J. Summary

The project outcomes described and reported in this section indicate that all major project process objectives were achieved.

That is, these activities needed to establish an EBCE program for handicapped secondary students were accomplished. The applicability of the EBCE concept to a population for whom it was not originally designed has been established.

Given that the concept is compatible with and appropriate for handicapped students, it is now possible to establish more specific expectations with regard to student outcomes. These expectations are intimately related to the curriculum under joint development by APS and AEL. Once that is in place, student outcome objectives can be specified with greater precision and the parameters of such a project can be determined. That is, hypotheses regarding type and extent of student gains can be identified, specified, and tested.

Appendix A

Parent Opinion Survey

PLEASE CIRCLE THE NUMBER WHICH CLOSEST INDICATES YOUR FEELINGS

April, 1978

Parent Opinion Survey

1. How well did the EBCE program compare overall with the past school experiences of your daughter or son?

Much Worse				Much Better
1	2	3	4= 2	5= 2

2. If you had it to do over again, would you want your son or daughter to participate in the EBCE program?

Definitely NO				Definitely YES
1	2	3	4	5= 4

3. How well do you think your son or daughter liked the EBCE Program compared with past school experiences?

Much Worse				Much Better
1	2	3	4= 2	5 = 2

4. Did you receive enough information about your son's or daughter's progress in the EBCE program?

Definitely NO				Definitely YES
1	2	3	4= 2	5= 2

5. In comparison with regular schools, how much opportunity did the EBCE program provide your daughter or son for learning aobut occupations?

Much Less				Much More
1	2	3	4	5= 4

6. What effect, if any, did the EBCE program have on helping your son or daughter form career plans?

Definitely BAD.			Definitely Good	
1	2	3	4 = 3	5 = 1

7. In comparison with past experiences in regular schools, how motivated was your daughter or son to learn in the EBCE program?

Much Less			Much More	
1	2	3	4 = 1	5 = 3

8. How often did your son or daughter talk to you about what was going on in the EBCE program?

Almost Never			Almost Daily	
1	2	3 = 1	4	5 = 3

9. About how often did you have any contact with any EBCE program staff members?

Almost Never			Very Frequently	
1	2	3 = 1	4	5 = 3

10. How would you rate the general quality of the EBCE program staff?

Poor				Excellent
1	2	3	4	5 = 4

11. How would you rate the business or community resources available in the EBCE Program?

Poor				Excellent
1	2	3	4= 1	5=3

12. How would you rate your overall relationship with the staff of the EBCE Program?

Poor				Excellent
1	2	3	4	5=4

13. How would you rate the enthusiasm of the EBCE Program staff?

Poor				Excellent
1	2	3	4	5= 4

14. What do you think of the occupational plans of your daughter or son?

a. 3 There aren't any firm plans yet.

b. _____ The plans should be changed.

c. _____ The plans seem to be good.

d. _____ We haven't really had a chance to discuss the plans.

15. What do you think your son or daughter will be doing a year after high school?

a. 4 Working

b. _____ Attending some kind of college

c. _____ Going to a business or trade school

d. _____ Military

e. _____ Other (please specify) _____

OPTIONAL COMMENTS

16. How did you first hear about the EBCE Program?

_____

17. What positive changes have you noticed in your son or daughter that might be a result of participation in the EBCE Program?

_____

_____

_____

18. What negative changes have you noticed in your son or daughter that might be a result of participation in the EBCE Program?

_____

_____

_____

19. What do you think are the greatest strengths of the EBCE Program?

_____

_____

_____

20. What do you think are the greatest weaknesses of the EBCE Program?

_____

_____

_____

Thank you again for your cooperation.

Appendix B

Resource Person Opinion Survey

3. Did the EBCE program staff provide you with enough information to help you to direct the student activities at your site?

10 Yes 0 No

If you answered no, what information would have been helpful?

_____

4. Would you recommend to another person (potential employer or resource person) that he/she also become involved with EBCE?

9 Yes 1 No Why? _____

_____

5. Would you be willing to participate in an EBCE program again?

10 Yes 0 No If "No," why? _____

_____

_____

6. To what extent has the EBCE program had an impact on the following items?

	How Much Impact				Value of Impact		
	No Impact	Some Impact	Much Impact	Don't Know	Good Impact	Bad Impact	Don't Know
a. Quality of work performed by regular employees	4	3	2	1	5		3
b. Amount of work performed by regular employees	.5	2	2	1	4		3
c. Company hiring practices	5	4	0	1	4		3
d. Company training practices	6	3	0	1	3		4

ARLINGTON PUBLIC SCHOOLS

Experience-Based Career Education
For Secondary Handicapped Students

Grant No. 554AH 70146 School Year 1977-78

QUESTIONNAIRE

Name of Resource Person _____

Title of Resource Person _____

Name of Experience Site _____

- - - - - - - - - - - - - - - -

1. Which of the following supportive services did you (or others at your site) provide for the EBCE student? Check appropriate category.

	Yes	No
Did you talk about job opportunities?	7	3
Did you talk about the student's personal problems?	6	4
Did you talk about activities at your site?	9	1
Did you tutor in an academic area?	1	9
Did you supervise student when performing a specific job-related task at your site?	10	0
Other (specify)		

2. How did student spend his/her time at your site? Indicate the time most appropriate.

	Great deal	Often	Seldom
Observing site activities	2	3	5
Researching from site materials	2	1	7
Actively performing specific tasks	8	2	0
Talking with me	0	6	4
Talking with other site personnel	1	7	2
Other (specify) _____			

e. List other possible impacts.

	No Impact	Some Impact	Much Impact	Don't Know	Good Impact	Bad Impact	Don' Kno
_____	___	_____	___	___	___	___	___
_____	___	_____	___	___	___	___	___
_____	___	_____	___	___	___	___	___

7. In general, do you think the EBCE students you have worked with are really interested in your site? Circle the appropriate number from 1 (definitely no) to 5 (definitely yes).

Definitely No — Definitely Yes

1 2= 1 3= 4 4= 1 5= 4

8. In what ways (if any) have the employees at your site benefited? Check appropriate response(s).

_____ They haven't benefited

9 Increased their awareness of handicapped youth

_____ Motivated the regular employees to further training

_____ Reduced their workload

_____ Increased interest in their own work

_____ I don't know

_____ Other (please specify) _____

9. Do you believe that your communication with the EBCE staff during the year has been adequate?

10 Yes 0 No Explain _____

_____

10. Did you receive adequate feedback about the effectiveness of your work with the students?

Never — Always

1 2= 1 3= 2 4= 3 5 = 4

11. What do you think are the greatest strengths of the EBCE program?

_____

_____

_____

12. What do you think are the greatest weaknesses of the EBCE program?

_____

_____

_____

13. What other comments or recommendations about the EBCE program would you like to make?

_____

_____

_____

Appendix C

Newsletter Article

Article taken from September 1978 Newsletter
Arlington County Association for Children
with Learning Disabilities

AN ARLINGTONIAN HAS WRITTEN UP HER EXPERIENCES AS A PARENT OF A LEARNING DISABLED TEENAGER. It is a message of hope and love and is well worth the minute or two it will take you to read it.

"BEHOLD! I bring you glad tidings of great joy...Yes, fellow parents of an LD child, there may be a light at the end of the tunnel.

There is not a parent of a handicapped child who has not had heart-aches, worries, concerns, cares, whatever you wish to call them, but we are finding out that maturation does take care of quite a few of the problems. Granted, we have been very lucky in that our child has been at the crest of the benefits wave in the county system. She was in the first summer school program, in the first teen club, in on the beginning of the diversification of the Special Ed classes throughout the secondary schools, and lucky enough to participate in the federally-funded job experience pilot program this past year--EBCE.

The latter was probably the best thing that ever happened to her in the Special Education program. It is one thing to go to "Career Exploration" with your peers, in which most of the time is spent hacking around, giggling, and generally goofing off. It is another thing to have to go "out in the world" with adults (that is to say, non-teenagers); find your way about on the Metro system instead of being carried door-to-door by a school bus; and act like an adult because you are suddenly operating in an adult world.

Because she was suddenly around adults, she started acting like one; because she was expected to dress like an adult, sloppy jeans and a tight tee-shirt were no longer appropriate clothing; because her peer group changed from other teens in the Resource Center (they do feed on each other's irresponsibility) to responsible adults, new concepts sprang into her world. Things like time (she began wearing her watch because she had to be on time to work and this had never been very important at school); not skipping out because someone was counting on her to be there; following through and finishing a job ecause that is what was expected of her, instead of having the teachers excuse her because she is "sweet." Demands were made on her that had never been made before, and she responded positively to them.

A whole new self-concept came into being. Along with the rise in self concept came a brief glimpse on her part of what it really means to be grown up. This is very heavy stuff when you are 18 going on 12. The combination of the job experience, being a senior, and several factors within the family suddenly brought about a re-examination of her life. Some of the changes were subtle, like altered behavior patterns; some came in thunderous announcements at the dinner table..."Mon and Dad, I've decided you were right about some of my friends and I was wrong. They are not good friends after all and I am not going to have anything to do with them any more. I apologize to both of you for all the trouble I've caused this past year."

What brought about these changes? We don't know. Was it the normal process of maturation? Being thrust into an adult situation at a prodigious time? Simply an answer to prayer? No doubt a goodly combination of all of these. We have no answers. We can only say that there seems to be a light at the end of the long dark tunnel of growing up an LD kid. At least for one child. There is at long last a feeling of hope of survival, of both parents and child. We are all alive, we all love each other. What more can a parent ask for in this world."